



Description: I chose this picture to be a metaphor for arts in schools for many different reasons. Like any subject in school art has a curriculum to follow, so I think a map is a good way to define a curriculum. But based on the path that the teacher takes this map leaves room for creativity. If you follow one path you can stop and look at any animals you want to, meaning the creativity one shows in their work is their decision.

Example: This reminds me of when I was in third grade, and we casted our faces, then we could make them anything we wanted. I made mine into a monkey, but we had no limitations, unless they were bad things. To better define it we had to make cast(path) and create anything from our face cast(animal you choose to stop and see).

Limitations: I think a limitation exists in the curriculum because if there are certain things to be done there is a path that must be followed instead of being able to roam the entire zoo freely. Another limitation is that there are only so many animals to stop and see within one path.

Assumptions: It can be assumed from the picture that animals have to be involved in art or that every animal needs to be visited! I also think the exit of the zoo allows students to check out when they don't feel like roaming anymore meaning the creativity can stop when they just don't feel like dealing with art. :(

This picture can be found at the following website:
http://www.rollinghillswildlife.com/images/map_zoo.jpg

Scoring Criteria

- ✓ Clearly and concisely describe the metaphor?
- ✓ Provide an example that supports the use of the metaphor?
- .5 Identify relevant assumptions invoked by this metaphor?
- ✓ Identify and describe the limitations of this metaphor?
- ✓ Include an image that illustrates the metaphor?

Score: 4.5 / 5

Comments: I like the idea of comparing a curriculum to a map with a path and some options. It seems helpful to do it this way. The fact that it is also a map of a zoo make the metaphor a little more complicated for you because you're comparing the role of art in schools not only to a map but also to a zoo. There are some assumptions about the role of art in schools related to zoos (that you go there for fun, that it's interactive, that you get to explore the zoo in any order you want, etc.) that weren't fully teased out in your assumptions section. Despite this, I was very interested in this idea and hope you continue to think about ways that art in schools is like/unlike a map and/or a zoo.